



Current and Proposed Changes to Traditional Route/CEAS Educator Preparation Programming Requirements¹

N.J.A.C. 6A: 9A

Background

On June 3, 2015, the New Jersey Department of Education presented updates to requirements for teacher preparation curriculum, clinical experience, and clinical practice leading to the Certificate of Eligibility with Advanced Standing (CEAS) at proposal level to the State Board of Education. The goal of this effort is to support novice teachers who can drive student success in the classroom starting on day one, building upon requirements for entry into the teaching profession adopted by the State Board last year. The regulations presented on June 3 include changes to the original Department proposal from February 4, 2015 resulting from significant input and feedback from educators and other stakeholders. *Please note that in response to the request of preparation program providers, the Department will now refer to what is commonly called “traditional route” as “CEAS educator preparation programs.”*

Overview of Changes

The first chart below lists changes adopted in June 2014. The following charts outline key changes to the current rules as proposed in the June 2015 regulatory package.

CEAS-EDUCATOR PREPARATION PROGRAM (EPP) ENTRY AND EXIT REQUIREMENTS		
Previous Requirements	Current Requirements (Adopted June 2014)	Effective Date
Lower Minimum Entry GPA <ul style="list-style-type: none"> 2.50 for individual candidates 	Higher Minimum Entry GPA <ul style="list-style-type: none"> 3.0 average GPA for accepted cohort of candidates ("cohort" = group of candidates accepted into all EPPs across an Institute of Higher Education in an academic year) No individual candidate may have a GPA below 2.75 For more information, see GPA Requirements for Teacher Preparation and Certification 	9/1/2015
Basic Skills Attainment, Not Proficiency Assessed <ul style="list-style-type: none"> Candidate admission contingent upon demonstrating proficiency in Math and Language Arts; method for demonstrating proficiency undefined 	Proficiency Assessed <ul style="list-style-type: none"> Candidates must pass Commissioner-approved basic skills assessment of Math and Language Arts² Requirement waived for candidates who score in the top third percentile on any of the following tests in the given year: <ul style="list-style-type: none"> ✓ SAT ✓ ACT ✓ GRE For more information, see Cut Scores for Basic Skills Requirement Exemption 	9/1/2015
No Performance Assessment for Completion <ul style="list-style-type: none"> Performance-based assessment not required 	Performance Assessment Required to Earn Standard Certification <ul style="list-style-type: none"> Candidates must pass Commissioner-approved performance-based assessment of teaching³ 	Candidates graduating after 9/1/17 ⁴

¹ This document provides an overview of requirements. For all official matters, such as issues brought before the Board of Examiners, concerned parties should rely on [regulatory requirements at N.J.A.C. 6A:9, 9A, 9B, and 9C](#) as the final authority.

² Currently Approved: Praxis Pre-Professional Skills Test (Praxis I), Praxis Core Academic Skills for Educators (Praxis Core)

³ NJDOE will conduct a public process to identify one or more performance assessments in the upcoming year

⁴ The original effective date of 9/1/16 was delayed to 9/1/17 based on stakeholder feedback in the February 2015 package.



CEAS EDUCATOR PREPARATION PROGRAMMING		
Current Requirements	Proposed Requirements	Proposed Effective Date
Terms Not Reflective of Current Practice <ul style="list-style-type: none">• “Practicum” used to describe all fieldwork that occurs prior to student teaching• “Student teaching” used to describe culminating fieldwork experience• “Student teacher” used to describe candidate engaged in student teaching• “Collegiate faculty” used to describe college-based supervisor for student teachers• No term used to refer to all field-based elements of educator preparation	Terms Aligned to Current Practice <ul style="list-style-type: none">• “Clinical experience” in lieu of “Practicum”• “Clinical practice” in lieu of “student teaching”• “Clinical intern” in lieu of “student teacher”• “Clinical supervisor” in lieu of “collegiate-faculty”• “Clinical component” to refer to all field-based elements of educator preparation	Immediately upon adoption
Clinical Experience		
Limited Flexibility in Start Time <ul style="list-style-type: none">• Rules specify that practicum normally begins in sophomore year	Expanded Flexibility in Start Time <ul style="list-style-type: none">• Rules specify that clinical experiences should start in courses leading up to clinical practice	2017-18
Broadly Defined Duration <ul style="list-style-type: none">• No minimum hours specified	Specified Duration <ul style="list-style-type: none">• At least 50 hours of clinical experience must occur prior to clinical practice	
Broadly Defined Placement <ul style="list-style-type: none">• Placement may be in elementary, middle, and/or high school setting• No setting requirements	Specified Expanded Placement <ul style="list-style-type: none">• Placement may be in preschool, elementary, middle, and/or high school setting• Placement must be in at least 2 different classroom settings, at least 1 of which includes students with disabilities	
Curriculum		
Input-Based Education Courses <ul style="list-style-type: none">• Align to Professional Standards for Teachers• Study must be devoted to:<ul style="list-style-type: none">○ Behavioral/social sciences○ Teaching of literacy & numeracy○ Educating linguistically diverse & special education students○ Integrating educational technology & tools into classroom	Standards-Based Education Courses <ul style="list-style-type: none">• Continue to align to Professional Standards for Teachers• Remove specified topics of study (which are already covered by Professional Standards) to allow for flexibility & innovation in program curriculum	Immediately upon adoption
Redundant General Education and Major Requirements <ul style="list-style-type: none">• General Education requirements (60 credits) are listed in this chapter (9A) as well as in higher education regulations• Major requirements (30 credits) are listed in this chapter (9A) as well as in certification regulations (9B)	Redundancies Eliminated <ul style="list-style-type: none">• Remove redundant requirements from this chapter (9A)• No change to major requirements in higher education or certification	



CLINICAL PRACTICE		
Current Requirements	Proposed Requirements	Proposed Effective Date
<i>Duration and Placement</i>		
Shorter Duration <ul style="list-style-type: none"> Duration of one full semester 	Longer Duration <ul style="list-style-type: none"> Duration of two consecutive semesters (including professional development/work days) <ul style="list-style-type: none"> Minimum of 175 hours in first semester Progress to full-time by the start of the second semester 	2018-19
Vague Placement Location <ul style="list-style-type: none"> Placement aligned to endorsement area sought 	Specified Placement Location <ul style="list-style-type: none"> Placement aligned to endorsement area sought Must occur at one school for entire duration, where possible 	
Vague District/Cooperating Teacher Responsibility <ul style="list-style-type: none"> Placement approved by principal & district office with input from preparation program Placement occurs with limited input from cooperating teacher 	Clarified District/Cooperating Teacher Responsibility <ul style="list-style-type: none"> Placement approved by chief school administrator (CSA) with input from preparation program; CSA makes final decision Cooperating teacher will consult with CSA regarding candidate placement 	Immediately upon adoption
<i>Cooperating Teacher Selection</i>		
Less Selective Pool <ul style="list-style-type: none"> Regulations do not require eligible teachers to be effective or better 	Increased Selectivity of Pool <ul style="list-style-type: none"> Teachers must be Effective or Highly Effective on most recent summative evaluation to be eligible 	August 1, 2016

POST-BACCALAUREATE AND GRADUATE PROGRAMS		
Current Requirements	Proposed Requirements	Proposed Effective Date
Different Curriculum Requirements for Master of Arts in Teaching (MAT) Programs <ul style="list-style-type: none"> Undergraduate and MAT programs held to different educator preparation curriculum requirements than post-baccalaureate and graduate programs 	Streamlined Curriculum for all Programs <ul style="list-style-type: none"> All CEAS educator preparation programs align curriculum to the Professional Standards for Teachers 	Immediately upon adoption
Different Clinical Component Requirements for MAT programs <ul style="list-style-type: none"> Candidates in MAT must: <ul style="list-style-type: none"> Complete student teaching experience through MAT or traditional teacher preparation program; Hold a standard instructional certificate; OR Complete one year of successful teaching experience on out-of-state license 	Clinical Component Requirements Apply to CEAS-EPP Post-baccalaureate, MAT, and Graduate Programs <ul style="list-style-type: none"> Candidates in all programs must: <ul style="list-style-type: none"> Complete clinical practice through CEAS preparation program (undergraduate, post-baccalaureate, or graduate); Hold standard instructional certificate; OR Provide letter from supervisor, principal, or human resources officer documenting at least one year of effective teaching 	Immediately upon adoption

For More Information

- Visit the [educator preparation web page](#) and view the [broadcast memo](#) outlining rationale for the proposal.
- To share questions or comments, please email rpr@doe.state.nj.us.